



Name 2 Face

Small Learning Communities Rubric

Revised August 2007

Adapted from
Southern
Regional
Education
Board

592 10th St. N.W.
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

STRAND 1: Creating an Effective Structure for *High Schools That Work* (HSTW) Small Learning Communities

Indicator 1.1: Vision, Mission	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
A common vision for Small Learning Communities (SLCs) has been developed for schools aligning with the functional mission of preparing all students for college and/or career success.	<ul style="list-style-type: none"> ■ No vision statement or goals have been established for SLCs. ■ The school has a theoretical mission that does not focus on preparing students for college and career success. 	<ul style="list-style-type: none"> ■ The school has a vision for SLCs with goals. ■ The school's mission is not used to guide the development of SLCs. 	<ul style="list-style-type: none"> ■ The school has developed a vision statement and goals for the implementation of SLCs with each SLC having goals aimed at preparing students for college and/or career success. ■ The school has a functional mission aimed at preparing students for college and career success. ■ Data-driven goals have been established for each SLC. 	<ul style="list-style-type: none"> ■ All of three plus: ■ All stakeholders have been notified and involved. ■ The functional mission statement is clearly used to guide decision-making for each SLC.
Indicator 1.2: SLC Design	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
The school is divided into themed SLCs with all students assigned to an SLC. Teachers are assigned to teams with common planning periods and a common group of students. Leadership is reorganized to support teachers in improving instruction. Each SLC maintains a sense of identity.	<ul style="list-style-type: none"> ■ The school has not divided into SLCs. ■ Teachers within an SLC are not assigned to a common planning period. ■ SLCs do not have a defined set of students. ■ No defining physical characteristics are evident. ■ The master schedule does not ensure all teachers within an SLC have a common group of students. ■ The school has not reorganized its leadership structure. 	<ul style="list-style-type: none"> ■ The school may have individual SLCs, magnets or pocket academies. ■ The school has divided into SLCs with a common group of students. ■ SLC teachers find time outside of the regular school day to meet occasionally to discuss students and/or plan future activities. ■ Teacher leaders have been developed within each SLC. ■ SLCs have less than 50 percent of students who take all core subjects within their chosen SLC. ■ Some physical characteristics are evident but delineation of SLCs is not clear. 	<ul style="list-style-type: none"> ■ The school has divided into themed SLCs. Themes link to broad career and/or instructional domains. ■ SLCs have a majority of students taking all core subjects within their chosen SLC. ■ SLCs have defined areas of the building and/or signage. ■ A common core of students is assigned to each SLC. Specific courses may be offered outside of the SLC to ensure adequate enrollment. ■ Academic teachers within each SLC have a common planning time built into the master schedule. ■ The school has reorganized leadership to support improving instruction with assistant principals involved in SLCs. 	<ul style="list-style-type: none"> ■ All of three plus: ■ A minimum of 80 percent of students have all core subjects within their chosen SLCs. ■ The building is defined by SLC areas and signage is posted reflecting this. ■ Teachers are assigned to mathematics, English, science and social studies (MESS) teams with common planning periods and a common group of students. MESS teams meet regularly and involve special-needs teachers and career/technical instructors to ensure integration of instruction. ■ Each SLC has a common meeting area. ■ Each SLC leadership team has autonomy to make decisions to meet the unique needs of the SLC.

Indicator 1.3: Recommended Core Curriculum	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>All students complete the recommended core curriculum (four credits in mathematics beyond Algebra I, four in lab-based science, four in college-preparatory language arts, three in social studies (four if on block schedule), one in computer applications, and a planned sequence of three to four courses in an academic or career/technical concentration.</p>	<ul style="list-style-type: none"> ■ No plans are currently being made or implemented to encourage students to take the recommended core curriculum. 	<ul style="list-style-type: none"> ■ The school's program of study includes recommendations for all students to complete the recommended core curriculum. ■ Teachers/advisers and counselors have received professional development designed to create understanding of the recommended core curriculum. ■ Teachers/advisers and counselors do not encourage students to take higher-level courses. ■ Results indicate less than 60 percent of seniors completed the recommended core curriculum. 	<p>Teachers/advisers and counselors have participated in professional development to understand the recommended core curriculum and understand the rationale and benefit to students.</p> <ul style="list-style-type: none"> ■ The school's program of study requires students to complete the recommended core curriculum and provides students extra help to meet the more rigorous requirements. ■ The staff encourages students to take high-level mathematics, science, language arts and social studies courses. ■ The data indicates at least 60 percent of seniors have completed the recommended core curriculum. ■ Special-needs students have expectations to complete a rigorous core detailed in each student's IEP. 	<ul style="list-style-type: none"> ■ All of three plus: ■ There is a plan to provide ongoing professional development to understand the recommended core curriculum. ■ Data indicates at least 85 percent of seniors have completed the recommended core curriculum. ■ Students within each SLC have access to college credit via AP, IB and/or dual credit academic courses.

Indicator 1.4: Concentrations	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Each SLC ensures students can complete at least one academic area of concentration and/or one career/technical area of concentration. Each concentration includes courses in a planned sequence beyond the recommended core. Concentrations link to career clusters identified by the U.S. DOE and state guidelines.</p>	<ul style="list-style-type: none"> ■ School leadership, guidance counselors and teachers have not taken steps toward identification of a set of concentrations. 	<ul style="list-style-type: none"> ■ Leaders have established concentrations linked to SLCs. However, students are only encouraged to complete a concentration. ■ The master schedule reflects enrollment of all students in courses leading to completion of a concentration. 	<ul style="list-style-type: none"> ■ The school has established requirements for students to complete a concentration. ■ The school leadership team ensures each SLC has at least one academic and one career concentration. ■ Special-needs students have expectations to complete a concentration dependent upon their IEP. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Each SLC includes more than one academic and one career/technical concentration. ■ Teachers assigned to SLCs have had input in selection of courses in the planned concentrations. ■ Each planned sequence links with postsecondary institutions through articulated agreements. ■ Students have opportunities to earn dual high school and college credit in each concentration.
Indicator 1.5: Challenging Academic Classes	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Students complete the recommended academic core benchmarked to college-readiness standards with an emphasis on using academic knowledge and skills to complete real-world assignments.</p>	<ul style="list-style-type: none"> ■ No plans are currently in place to align academic courses to rigorous standards. 	<ul style="list-style-type: none"> ■ Academic courses are aligned to state testing expectations. ■ Teachers do not meet to analyze the rigor in classrooms. 	<ul style="list-style-type: none"> ■ Academic courses are aligned to state standards for graduation that align with some college-readiness standards. Teachers have developed common assessments aligned to this level. ■ Teachers in some groups (i.e. department or SLC) meet to analyze the rigor in classes. ■ Academic and special-needs teachers with students in the SLC meet regularly to ensure academics are challenging, IEP requirements are met and to determine appropriate support. 	<ul style="list-style-type: none"> ■ Academic courses are benchmarked to college-readiness standards. Teachers have developed common assessments aligned to this level. ■ All SLCs and departments meet to ensure all courses are taught to the college-readiness level. ■ Administrators observe classrooms to ensure the level of rigor. ■ Academic and special-needs teachers with students in the SLC work in a collaborative setting to ensure the rigor of instruction.

Indicator 1.6: Challenging Career/Technical Programs	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Students in each SLC have access to high quality career/technical programs benchmarked to industry standards with an emphasis on using academic knowledge and skills to complete real-world assignments.</p>	<ul style="list-style-type: none"> ■ No plans are currently in place to benchmark career/technical courses to industry standards. 	<ul style="list-style-type: none"> ■ Career/technical courses do not emphasize the use of high-level academic skills (reading, writing, mathematics and science) to learn the content of the field of study. ■ Current career/technical course offerings do not align into a sequence leading to industry certification or access to college credit. 	<ul style="list-style-type: none"> ■ Some career/technical courses emphasize high-level academic skills to learn the content of the field of study. ■ Career/technical programs in some SLCs lead to industry certification and/or access to college credit. ■ Some programs culminate in joint enrollment with area colleges and access to quality work-based learning. 	<ul style="list-style-type: none"> ■ All career/technical teachers emphasize high-level academic skills to learn the content of the field of study and academic teachers see a value added to career/technical studies. ■ Each career/technical program leads to industry certification and/or college credit. ■ All career/technical programs culminate in joint enrollment opportunities and high-quality work-based learning opportunities.
Indicator 1.7: Work-based Learning	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Each SLC incorporates quality work-based learning experiences at all grade levels.</p>	<ul style="list-style-type: none"> ■ No work-based learning opportunities exist for students. 	<ul style="list-style-type: none"> ■ Work-based learning experiences are available to students in a few career areas. ■ Internships may be related to the student's intended career choice. ■ SLC teachers seek partnerships for work-based learning opportunities for students assigned to them. 	<ul style="list-style-type: none"> ■ Work-based learning opportunities are available in all SLCs. ■ Opportunities include <ul style="list-style-type: none"> □ job shadowing opportunities for underclassmen; □ internships in students' intended career choices; □ school enterprises linked to local businesses; and □ virtual enterprises link schools and students. ■ Work-based learning students participate in both worksite experiences and classroom opportunities to discuss experiences. ■ SLC teacher teams actively seek work-based learning opportunities for students assigned to them, with 50 percent of seniors participating. 	<ul style="list-style-type: none"> ■ All of three plus: ■ School counselors and SLC teachers work to find suitable work-based learning opportunities for 85 percent of 12th-graders. ■ Internships are always based upon students' academic and career goals. ■ Students in ninth grade participate in field trips, career inventories and planned activities to learn about career options.

Indicator 1.8: Transition into High School	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>The SLC framework includes a structure to address students' transitions into high school.</p>	<ul style="list-style-type: none"> ■ There is no planned structure in place to address the transitions of students from eighth grade into ninth grade. 	<ul style="list-style-type: none"> ■ There is no plan in place for communication with the sending middle grades schools. ■ Special catch-up courses in reading and/or mathematics have been created and an at-risk group identified for participation. 	<ul style="list-style-type: none"> ■ High school teachers meet with teachers from feeder middle grades schools to discuss expectations, content knowledge and performance standards for students entering their high school. ■ A summer bridge program in reading and mathematics is in place to help selected eighth-graders get ready for high school. ■ The catch-up course or plan of study is in place with a goal of all students meeting readiness expectations for 10th grade. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Every ninth-grade student is assigned a caring adult to mentor his or her efforts. ■ Ninth-grade teachers use common planning time to identify struggling students and develop integrated learning opportunities.

STRAND 2: Building a System of Shared Leadership in Small Learning Communities

Indicator 2.1: Using Data	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>SLC leaders and teams use relevant SLC data for decision-making and continuous improvement. Data include student attendance; teacher attendance; discipline referrals, team agendas and minutes; results of review of student work sessions; number of parent/teacher conferences held; failure and pass rates for each class represented on the SLC team; and perception surveys from students, parents and teachers.</p>	<ul style="list-style-type: none"> ■ Appropriate data are not collected, or school leadership has just begun planning to design a data collection system. Decisions are made based on “gut” feelings or by directives from outside the school. 	<ul style="list-style-type: none"> ■ Each SLC has developed a plan for what data to collect, when to review it and who is responsible for the review. 	<ul style="list-style-type: none"> ■ Each SLC collects appropriate achievement data, which are shared with all team members and used for decision-making and continuous improvement. ■ SLC teams use the collected data to make adjustments to SLC policies and practices or to determine what additional data may be needed. ■ Classroom formative assessment data are used to benchmark student progress and target support. 	<ul style="list-style-type: none"> ■ Each SLC collects appropriate achievement data, which are shared with all team members. ■ SLC teams also collect and analyze school and classroom practices data to determine progress and/or adjustments to action plans. ■ School administration supports teachers making decisions for the SLC to which they are assigned. ■ SLC data are shared with the school leadership team for schoolwide continuous improvement and appropriate decision-making.
Indicator 2.2: Continuous Improvement Structure	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>School leaders incorporate the change process to use an effective continuous improvement structure that includes opportunities for SLC teachers to meet, departments to meet and schoolwide improvement teams to meet to analyze data for decision-making.</p>	<ul style="list-style-type: none"> ■ The school has not developed a plan that includes opportunities for SLC teachers to plan collaboratively, departments to meet on a regular basis and school improvement teams to discuss improvement efforts. 	<ul style="list-style-type: none"> ■ SLC teams meet regularly and minutes are published for all teachers to review. ■ School and/or district leadership with limited involvement of teacher leaders determine schoolwide improvement efforts. ■ Departments do not have a framework for meeting together. 	<ul style="list-style-type: none"> ■ SLC teams, departments and schoolwide continuous improvement teams meet regularly and minutes are published for all teachers to review. ■ The school has established a communication plan that ensures all staff members receive information about meetings, including agendas and minutes. 	<ul style="list-style-type: none"> ■ All of three plus: ■ SLC teams adapt schoolwide improvement plans to specifically meet their focus. ■ At least once annually, departments meet with sending middle grades teachers for vertical articulation. ■ School improvement teams include parents and community members. ■ The school communication plan ensures the entire school community is kept abreast of actions for improvement.

Indicator 2.3: Leadership Roles	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>The school has clearly defined roles, responsibilities and job descriptions for leadership within the SLC.</p>	<ul style="list-style-type: none"> ■ Roles and responsibilities for leadership in SLCs have not changed or been addressed. 	<ul style="list-style-type: none"> ■ Personnel in current positions have taken on some new tasks, but the overall organizational structure has not changed with the implementation of SLCs. ■ No autonomy exists for SLCs. 	<ul style="list-style-type: none"> ■ Each SLC has a leadership structure that includes specific personnel to lead teaching and learning. ■ SLCs have the autonomy to make decisions about addressing problems. 	<ul style="list-style-type: none"> ■ Each SLC has a leadership structure that includes well-defined roles, responsibilities and published job descriptions. ■ SLC leaders facilitate common planning meetings and make decisions that create autonomy for the SLC. ■ SLCs develop their own schedules and make all decisions unique to the SLC. School leaders establish the expectations for actions and allow each SLC to achieve the expectations in its own way.
Indicator 2.4: Leadership Expectations	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Leaders establish expectations for SLC teams to use common planning time to develop intervention strategies for struggling students, analyze data for improving teaching and learning, collaborate to look at teacher assignments/ assessments and student work, and develop strategies to integrate instruction.</p>	<ul style="list-style-type: none"> ■ SLC teams do not have common planning time or do not meet regularly. 	<ul style="list-style-type: none"> ■ SLC teams meet without formal agendas or only meet to deal with specific issues. ■ Little discussion occurs around teaching and learning or determining intervention strategies for struggling students. 	<ul style="list-style-type: none"> ■ SLC teams meet on a regular basis with planned agendas. ■ Teams have a process to review student progress and determine intervention strategies. ■ SLC leadership participates in these meetings. 	<ul style="list-style-type: none"> ■ SLC teams meet at least weekly with formal agendas that include the review of student progress, analysis of SLC specific data, collaboration to look at teacher assignments/ assessments and student work, and to determine integration strategies. ■ SLC leadership facilitates meetings and determines follow-up activities for each.

Indicator 2.5: Leadership Support for Teachers	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>School leadership has developed a structure to support teachers for continuous improvement of instruction.</p>	<ul style="list-style-type: none"> Teachers participate in school- or district-provided professional development with limited or no follow-up. 	<ul style="list-style-type: none"> School and SLC leaders work together to analyze data and determine appropriate professional development for all teachers with limited opportunities for follow-up. Individual teachers observe other teachers to improve instruction. 	<ul style="list-style-type: none"> School and SLC leaders work with teacher teams to analyze data to determine appropriate professional development for each group and provide time for follow-up through common planning. Teachers have opportunities to follow-up professional development by observing other teachers. SLC leadership works with teachers to establish observation classrooms. 	<ul style="list-style-type: none"> All of three plus: The school has instructional coaches who work with teachers continuously to improve instruction. SLC leaders set expectations for all teachers to observe others in demonstration classrooms.
Indicator 2.6: Changing Role of the Principal	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>The role of the principal has changed to allow autonomy within each SLC while maintaining a focus on the school's mission and vision.</p>	<ul style="list-style-type: none"> The principal's role has not changed with the move to SLCs. 	<ul style="list-style-type: none"> The principal operates as a communicator of the school's vision and involves each SLC in the decision-making process. Leadership decisions do not allow for autonomy within each SLC. 	<ul style="list-style-type: none"> The principal operates as a communicator of the school's vision and involves each SLC in the decision-making process. Leadership allows each SLC to develop autonomous plans to meet established goals. 	<ul style="list-style-type: none"> All of three plus: The principal sets expectations for leadership in each SLC to involve all faculty members in decision-making. The principal makes improving instruction a focus throughout the school.

STRAND 3: Developing Rigorous and Relevant Instructional Practices in Small Learning Communities

Indicator 3.1: Alignment to Standards	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Courses are aligned to state, career- and college-readiness standards. Unit and lesson plans, including common assignments and assessments, are designed to support all students in reaching proficient and/or advanced levels in relation to the standards.</p>	<ul style="list-style-type: none"> ■ No classroom evidence exists that instruction is aligned with state, career- or college-readiness standards. 	<ul style="list-style-type: none"> ■ Each course has a defined set of standards that is posted in the classroom and supports grade-level proficiency. ■ While teachers may connect instruction to standards, there is little effort to ensure alignment across different sections of the same course or among the sequence of courses within content areas. ■ Little attention is given to the level of challenge in assignments and assessments to ensure students reach the proficient and/or advanced level in relation to the standards. 	<ul style="list-style-type: none"> ■ Course pacing guides and common unit plans are in place so that there is alignment to graduation standards within sequences of courses and among different sections of the same course. ■ Teachers collaborate to develop common assignments and assessments specifically designed at the proficient and advanced levels in relation to the standards. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Course pacing guides and common unit plans are sequenced among courses so that students meet career- and college-readiness standards. ■ Common rubrics are used to measure student proficiency in relation to the standards, particularly in cross-curricular standards such as writing, speaking and research. ■ Teachers review samples of quality work in relation to standards and post quality examples in the classroom for students.
Indicator 3.2: Student Work Benchmarked to Standards	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Teachers use established protocols to look at the quality of student work and ensure that assignments and assessments require work aligned to college- and career readiness standards.</p>	<ul style="list-style-type: none"> ■ Teachers do not use established protocols to look at teacher assignments and assessments or student work. ■ No data is collected on teacher assignments and assessments. 	<ul style="list-style-type: none"> ■ Teachers are aware of protocols to look at the quality of student work and teacher assignments, but there is no regular (at least monthly) use of them. ■ The few existing efforts to look at student work are focused on grade-level standards. ■ Data are collected on assignments and assessments, but rarely reviewed. 	<ul style="list-style-type: none"> ■ SLC teams use protocols to analyze student work and teacher assignments regularly, particularly on whether the work meets graduation standards. ■ SLC leaders set clear expectations and support the use of protocols by including them on team meeting agendas and fostering reflection on their use. ■ Leaders collect data and provide feedback to teachers on assignments and assessments. 	<ul style="list-style-type: none"> ■ All of three plus: ■ SLC teams use protocols to analyze student work in relation to career- and college-readiness standards. ■ Evidence is collected to determine what adjustments have been made to instruction based on what teachers are learning when looking at student work. ■ There is a structure for sharing and celebrating what is learned in looking at student work.

Indicator 3.3: High Expectations in Classrooms	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Teachers collaborate to set high expectations and clearly communicate those expectations to students and parents by providing</p> <ul style="list-style-type: none"> ■ common course syllabi; ■ descriptions of grading practices that clearly explain what it takes to earn an A or B; ■ opportunities to redo work until it meets standards of quality; and ■ guidelines for positive behavior. 	<ul style="list-style-type: none"> ■ Teachers have not created common course syllabi. ■ SLCs do not have common expectations for positive behavior or quality work. ■ Teachers have provided the grading scale, but have no further explanation of how grades are determined. ■ Teachers do not allow students to redo work. 	<ul style="list-style-type: none"> ■ Teachers have created common course syllabi that articulate standards, major assignments and assessments, and define what it takes to earn an A or B. ■ Some SLCs have established common expectations for positive behavior and quality work. ■ The components of the grade have been explained, including the weight each carries in the overall course. ■ Some teachers allow students to redo work but the practice is not consistent across the SLC. 	<ul style="list-style-type: none"> ■ Each SLC has adopted a set of common practices for behavior and quality work. ■ Teachers have worked together to determine that the following components of a grading policy are aligned to and support the achievement of standards: <ul style="list-style-type: none"> □ redoing work; □ extra help; □ weighting of assignments and assessments; and □ overall grading rubric. ■ Teachers consistently allow students to redo work and communicate that to students and parents. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Teachers have developed common grading practices. ■ Teachers have collaborated to establish a detailed rubric describing what each level of grading looks like (A, B, C, etc.). ■ Students consistently meet high standards by redoing work, and administrators and teachers monitor student progress.

Indicator 3.4: Literacy	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>The school has established literacy goals and created a literacy plan that is shared with all stakeholders. The plan addresses literacy goals such as:</p> <p>(1) All students read 25 books per year; (2) all students write weekly in all classes; (3) all students write a research paper in every class yearly; (4) all teachers use literacy strategies in every class; and (5) the school's language arts classes are taught at the college-preparatory level.</p>	<ul style="list-style-type: none"> ■ The school has not established literacy goals and does not have a literacy plan. ■ Professional development with emphasis on gaining teacher understanding of rationale and benefits for creating and following a literacy plan based upon the literacy goals may have taken place. 	<ul style="list-style-type: none"> ■ The school used professional development time for a team of teacher leaders to establish realistic goals based upon literacy goals. ■ School professional development time was planned for reading and writing across the curriculum training and planning at least two times during the school year. 	<ul style="list-style-type: none"> ■ The school used professional development time to establish realistic literacy goals for year one of the district's high school reform efforts, which are based upon literacy goals. ■ School professional development time was established for reading and writing across the curriculum training and planning at least three times during the school year. Professional development has included rationale and benefits of using literacy strategies in all classes. ■ Appropriate school personnel provide support to help teachers practice newly learned literacy strategies. 	<ul style="list-style-type: none"> ■ All of three plus: ■ The school has a three-year literacy plan designed to reach goals by the end of the third year. Teachers evaluate the plan and its implementation annually. ■ Teachers received follow-up professional development on instructional strategies that incorporate reading and writing across the curriculum. ■ Ongoing professional development, including modeling in classrooms, for teachers has taken place or is planned. ■ All English/language arts classes meet expectations for reading and writing for college-preparatory classes.

Indicator 3.5: Numeracy	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Numeracy</p> <p>The SLC has established numeracy goals and created a numeracy plan that is shared with all stakeholders. The numeracy plan addresses instructional practices in mathematics courses as well as numeracy across the curriculum.</p>	<ul style="list-style-type: none"> ■ The SLC has not examined the sequence of mathematics courses or instructional practices in mathematics courses. ■ No plan exists for numeracy across the curriculum. 	<ul style="list-style-type: none"> ■ SLC course sequences include the recommended mathematics courses, but instructional practices have not been examined. ■ A few teachers in subjects other than mathematics may be integrating numeracy into their lessons, but those efforts are not coordinated. 	<ul style="list-style-type: none"> ■ The school has established numeracy goals for both mathematics courses and numeracy across the curriculum. ■ Mathematics, science and applied technology teachers provide real-world applications of mathematics that are linked across their courses. ■ Mathematics across the curriculum includes the essential processes of problem solving, communication, logical reasoning and estimation in all content areas. ■ Seniors are required to take mathematics. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Data is collected and reviewed in relation to the numeracy goals. ■ Numeracy across the curriculum strategies are observed in all classrooms with teachers across disciplines using a common mathematics vocabulary. ■ Mathematics, science and applied technology teachers lead the entire staff to systematically integrate numeracy across the curriculum.

Indicator 3.6: Relevant Instruction and Project-based Learning	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Instruction in the SLC is designed to provide relevant, real-world learning experiences for students that reflect the SLC theme. A system of real-world projects actively engages students in learning, integrates academic and career/technical content, and culminates in a senior project.</p>	<ul style="list-style-type: none"> ■ Teachers have not modified instruction to reflect the theme of the SLC. ■ Some project-based learning opportunities exist for students, but they are not sequenced and may or may not be related to the SLC theme. ■ Twelfth-grade students do not participate in a senior project. 	<ul style="list-style-type: none"> ■ Teachers are making instructional connections to the SLC theme. ■ Students experience about one project a grading period, either individually or in groups. ■ Some SLC projects are interdisciplinary, may reflect the theme of the SLC, and integrate academic and career/technical content. ■ A senior project experience is available. 	<ul style="list-style-type: none"> ■ All of two plus: ■ SLC teachers collaborate to make instructional connections to the SLC theme in all courses. ■ Projects are mapped out for each grade level within the SLC. Projects are consistently connected to the theme of the SLC. At least one or two projects a year are interdisciplinary and include both academic and career/technical content. ■ All students complete a senior project in relation to the SLC theme. ■ Projects are assessed not only on the final product, but on what the students learn from the project. 	<ul style="list-style-type: none"> ■ All of three plus: ■ A system of projects throughout the SLC scaffolds students' abilities to manage their own learning and to assess student progress on common standards such as research, writing and oral presentation. ■ Projects consistently reflect an authentic context, rigorous content and effective assessment of the standards. ■ The school has established a committee to annually review the quality of senior projects in an effort to continuously improve. ■ The school board has established a policy requiring the senior project for graduation.

STRAND 4: Supporting Students and Teachers within Small Learning Communities

Indicator 4.1: Academic and Career Guidance	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
Students and parents have received academic and career guidance. Based on this guidance, students have developed an individual learning plan (ILP) and selected an SLC.	<ul style="list-style-type: none"> ■ No academic and career guidance has been offered. ■ ILPs have not been developed or have been developed but are not reviewed annually. ■ Students have limited input into the choice of an SLC. 	<ul style="list-style-type: none"> ■ Students receive career guidance on a requested basis. Career guidance materials are available to students. ■ ILPs have been developed but students participate in a yearly group review of their ILPs. ■ Students have chosen an SLC based upon large group presentations describing the various SLCs. ■ Some students complete a coherent sequence of courses. 	<ul style="list-style-type: none"> ■ All students select an SLC based upon career guidance received. ■ Students have an understanding of how an SLC affects them. ■ Students review their ILPs annually with a counselor or adviser and use them to complete a coherent sequence of courses. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Parents' participation is required in student guidance on the selection of SLCs. ■ Parents participate with students in annual reviews of their ILPs, test results received during the year (ex. SAT, ACT, state end-of-course exams, etc.) and the next year's schedule of courses. ■ All students complete a coherent sequence of courses based upon their ILPs.
Indicator 4.2: Adviser/Advisee	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
Adult advisers are assigned to a group of students for whom they serve as academic and career advisers for three to four years. Guidance/advisement meetings take place at least twice a month for 30 to 45 minutes.	<ul style="list-style-type: none"> ■ Faculty/staff are not assigned to a group of students for whom they serve as academic and career advisers for three to four years. 	<ul style="list-style-type: none"> ■ A team of teachers, administrators and counselors have begun to develop an adviser program and have analyzed possible adjustments to the school day for meeting times. ■ A pilot group of teachers serve as advisers to a targeted group of at-risk students. 	<ul style="list-style-type: none"> ■ Advisers are assigned to a group of students for whom they serve as academic and career advisers for three to four years. ■ Guidance/advisement meetings are held at least twice a month. ■ Teacher, parent and student perception surveys indicate at least 75 percent understand the value of the guidance/advisement program. ■ In 75 percent of guidance/advisement groups, students and teachers actively discuss issues related to career, academic or social/personal advisement. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Advisers act as advocates for their advisees by calling parents when students have extended periods of absence or have failing grades. Advisers refer their advisees to appropriate personnel when they become aware of special problems. ■ Additional opportunities for parents to meet with advisers are provided. Examples are open houses, report card pick-ups and welcome back picnics.

Indicator 4.3: Adviser and Student Information	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Each adviser maintains comprehensive information for each of the students in his/her guidance/advisement group that includes a copy of the student's individual graduation plan, transcripts, grade reports, job shadowing verification, student résumé, career interest inventory results, achievement award, individual communications with parents and disciplinary data. Student portfolios, which reside with the adviser, are maintained by students.</p>	<ul style="list-style-type: none"> ■ Comprehensive student information is centrally maintained. 	<ul style="list-style-type: none"> ■ Advisers maintain minimal information including grade reports and advisement session activities. Advisers monitor grade reports and hold informal counseling sessions with students failing to meet standards. ■ Students are encouraged to maintain portfolios for their personal use. 	<ul style="list-style-type: none"> ■ Advisers maintain student information including grade reports, academic transcripts and career interest information along with advisement activities. ■ Advisers meet individually with students to discuss academic progress when progress reports and report cards are distributed. ■ Student portfolios contain an updated résumé, a record of jobs, letters of recommendation, a list of extracurricular activities, awards and other special recognitions the student has, and examples of best work. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Information includes job shadowing information, parent communication and disciplinary data. ■ All paperwork is funneled through the adviser so he/she can maintain a close oversight of the students. ■ Student portfolios are updated twice every year.
Indicator 4.4: Advisement Curriculum	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>The school has a structured curriculum for advisement with appropriate activities developed by an advisement committee that includes advisers, counselors and administrators.</p>	<ul style="list-style-type: none"> ■ No guidance/advisement curriculum or schedule of activities currently exists. 	<ul style="list-style-type: none"> ■ A team of advisers, administrators and counselors select guidance/advisement activities using multiple sources. ■ The activities are individual in nature and do not follow a planned sequence. ■ Teachers are given materials in advance and may develop their own plans. 	<ul style="list-style-type: none"> ■ The advisement curriculum is planned by a team of advisers, counselors and administrators and follows a sequence of lessons and activities designed for specific grade levels. ■ Each SLC team organizes and supplies activities specific to the SLC vision and mission. ■ Professional development has been provided for advisers to prepare for the delivery of the advisement curriculum. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Teachers meet in small groups prior to each adviser session to go over planned activities and to ensure all understand expectations. ■ The school has developed a plan for adviser sessions that would be covered by substitutes. ■ The advisement curriculum is designed to allow the adviser to develop a more positive relationship with advisees.

Indicator 4.5: Evaluation of the Advisement Program	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>The advisement program and its curriculum are evaluated annually.</p>	<ul style="list-style-type: none"> ■ The advisement program is not evaluated. 	<ul style="list-style-type: none"> ■ The advisement program is evaluated annually, but no specific plan to obtain feedback is provided. 	<ul style="list-style-type: none"> ■ Administrators not assigned an adviser group conduct walkthrough observations during the advisement time and offer opportunities for best practices to be shared. ■ The advisement committee meets annually to review the program and its curriculum. Adjustments are made based on feedback from parents, teachers and students. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Leadership determines appropriate professional development based upon data collected. ■ Leadership monitors the success of the program using appropriate data (completion rates, failure rates, course enrollments, etc.) and adjustments are made based on this data.
Indicator 4.6: Parent Involvement	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>An action plan has been written and implemented for parental/guardian involvement that includes yearly meetings between students, parent/guardians and advisers. Six types of parental/guardian involvement are included in the action plan: communicating, learning at home, decision-making, parenting, volunteering, and collaborating with the community.</p>	<ul style="list-style-type: none"> ■ The school does not have an action plan for parent/guardian involvement. The school currently plans only for district-mandated parent/guardian activities. 	<ul style="list-style-type: none"> ■ The school holds multiple scheduled meetings to involve parents. ■ The school's counselors, administrators and teacher advisers are available to meet with parents to discuss school issues. 	<ul style="list-style-type: none"> ■ All of two plus: ■ A parent liaison actively recruits parent/guardian volunteers. ■ Various school organizations solicit parental involvement. ■ Each SLC has developed unique plans to strengthen parent/guardian involvement. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Each SLC has developed a plan to strengthen parent/guardian involvement in all areas. ■ The parent involvement plan includes annual meetings of the parent/guardian and adviser to review and approve the student's individual graduation plan. ■ Each SLC actively recruits for community-school partnerships.

Indicator 4.7: Identifying Students for Support	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>SLC teachers analyze each student's individual progress weekly. Teams look at student rosters weekly to find students falling below a C in course work or having difficulties with behavior. Teams then plan collectively how to provide support that includes contacting parents of those students while also providing positive reinforcement to those students achieving academic success.</p>	<ul style="list-style-type: none"> ■ Teachers within an SLC are not assigned to a common planning period. ■ Teachers within an SLC do not discuss individual student progress during meetings. 	<ul style="list-style-type: none"> ■ SLC teams discuss the achievement of some students, but a specific process does not exist. ■ Students discussed who are not meeting standards have an individual plan for improvement developed. ■ The team uses limited achievement data (grade reports) for decision-making. ■ SLC teams meet at least twice monthly to discuss student progress. 	<ul style="list-style-type: none"> ■ SLC teams meet weekly to review the progress of all students. ■ Data used includes academic achievement, discipline and attendance data. ■ Teachers develop plans for improvement for students not meeting standards using current extra-help procedures. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Teachers go through student rosters together, naming each student on the team and discussing whether or not each student needs additional support or attention to keep from falling below a C on course work or to maintain appropriate classroom/school behavior. ■ Team meeting minutes reflect actions planned beyond typical extra help and results of actions. ■ Data is recorded including attendance, discipline and grades of all students. ■ Data also includes the number of parent contacts and conferences held.
Indicator 4.8: Extra Help	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Extra-help strategies have been implemented to support all students and may include</p> <ul style="list-style-type: none"> ■ a variety of tutoring strategies including peer tutoring, before- and after-school assistance, Saturday school, summer school, and specific teacher assistance; and ■ strategies to ensure that students complete high school academic requirements. 	<ul style="list-style-type: none"> ■ No organized extra-help program exists across the school. 	<ul style="list-style-type: none"> ■ The school has developed an after-school tutoring program with student attendance based upon teacher recommendations. ■ Current extra-help activities focus only on state assessment support. 	<ul style="list-style-type: none"> ■ Each SLC provides extra help in multiple formats, including before, after or during school, with expectations for student participation. ■ Each SLC establishes student study teams to enhance learning. ■ A credit recovery program has been established for students who fail courses required for graduation. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Each SLC has sought community involvement in the tutoring program. ■ Teachers in each SLC involve parents in the extra-help process.

Indicator 4.9: Support for Struggling Ninth-grade Students	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>The school has a program developed to catch up students who enter high school lacking requisite skills by the end of grade 10. Aspects of the program include</p> <ul style="list-style-type: none"> ■ a summer bridge program for eighth-graders who are at risk for failure; ■ double-dosing for students who enter ninth grade lacking requisite skills; and ■ A support class where students learn study skills and receive support for college-preparatory classes. 	<ul style="list-style-type: none"> ■ No special programs exist to catch student up. 	<ul style="list-style-type: none"> ■ Current programs to catch students up have limited capacity and address only the most at-risk students. 	<ul style="list-style-type: none"> ■ Entering ninth-grade students identified as at risk for failure are required to enroll in an extra-help class or double-dose in at least one of the core subject areas. ■ The school has a process in place to work with feeder schools to determine students at risk of failure. ■ The school offers a summer program to help students become familiar with the school, its expectations and procedures. ■ All teachers are aware of modifications and accommodations required by the IEP of incoming special-needs students. 	<ul style="list-style-type: none"> ■ All of three plus: ■ Teachers mentor at-risk students within each SLC to ensure their transition to high school is smooth. ■ Teachers meet with parents of all incoming ninth-graders prior to the start of the school year to answer questions and provide support. ■ The school offers a summer bridge program that provides additional instruction in reading and mathematics using instructional strategies that engage students in learning in different ways. ■ Ninth-grade teachers participate in the development of IEPs for all incoming students.

Indicator 4.10: Support for Seniors	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Strengthen the senior year by setting expectations for completion of a rigorous curriculum that includes mathematics and science along with extra-help strategies to ensure all seniors pass state graduation tests and all required courses.</p>	<ul style="list-style-type: none"> ■ No specific expectations for the senior year exist. ■ No extra help is offered beyond individual teacher tutoring or a school-sponsored tutoring program available to all students. 	<ul style="list-style-type: none"> ■ Teachers and counselors encourage students to take higher-level courses during the senior year, including AP, articulated credit and dual enrollment. ■ Seniors receive specific support for state assessments. 	<ul style="list-style-type: none"> ■ All seniors are required to enroll in a mathematics and science course during their senior year. ■ Special programs or courses are developed for seniors who have not passed state assessments or appear likely to need remediation at the postsecondary level. ■ Each SLC has a process to identify students at risk of not graduating. Parents of these students are contacted. ■ Each SLC works with area community colleges to give their entrance exam to juniors during the winter. Results are used to determine senior schedules. ■ SLCs work together to offer credit recovery programs through summer school, online courses and evening opportunities. 	<ul style="list-style-type: none"> ■ All of three plus: ■ All seniors complete the recommended curriculum. ■ Seniors are required to carry a full load of courses, with no senior early release even if state minimum graduation requirements are met. ■ Twelfth-grade teachers offer before- and after-school tutoring for students, in addition to the school's tutoring program. ■ Parents are contacted when students show signs of struggling. By early August, all new seniors needing extra help to graduate due to missing credits have been identified and offered help.

Indicator 4.11: Recognizing Student Excellence	Level One (No Implementation or Planning Stages)	Level Two (Low Implementation)	Level Three (Moderate Implementation)	Level Four (High Implementation)
<p>Student achievement is celebrated at least quarterly. Each SLC holds an event to recognize excellence each semester. SLC recognition ceremonies involve students, teachers, counselors, administrators, parents and business partners.</p>	<ul style="list-style-type: none"> ■ Student recognition ceremonies are limited to end-of-year activities and occur schoolwide. 	<ul style="list-style-type: none"> ■ SLC teams informally recognize student achievement. 	<ul style="list-style-type: none"> ■ Each SLC recognizes student achievement at the end of at least two grading periods during the current school year. 	<ul style="list-style-type: none"> ■ Student achievement is recognized quarterly by each SLC. ■ Other recognitions (character, attendance, etc.) are held weekly or monthly. ■ Good news postcards are mailed or phone calls are made to parents at least monthly.